

NEWSLETTER 3 OF 2025

ADDRESSING THE SBA CREDIBILITY GAP

SACAI has resolved to address the vexing need for more credible SBA marks by implementing the following measures during 2025:

- Providing each institution with a comparison between the 2024 SBA marks, the final NSC examination marks and the SBA marks after Umalusi adjustment;
- Implementing a system of common examinations in key subjects for the FET phase;
- Marking of assessments according to SACAI's marking guidelines. Marksheets, along with pre- and post-moderation forms for each assessment, must be uploaded on the Google Drive. Timeframes will be provided. SACAI intends to request answer scripts randomly to moderate the standard of marking;
- Closer monitoring of SBA marks by implementing a system of contemporaneous interaction and moderation with each institution; and
- The demand that each institution must implement, or maintain, a system that will ensure genuine exam writing conditions, including online proctoring systems.

WHAT ARE GENUINE EXAM WRITING CONDITIONS?

Genuine exam writing conditions focus primarily on strict invigilation or online proctoring in terms of an approved proctoring system that will prevent any form of cheating and to ensure that learners complete assessments independently without any form of external assistance, including AI. Henceforth SACAI will insist that all institutions must submit formal confirmations that they have implemented or maintained such systems.

The implementation of these conditions will, based on the specific context, vary in terms of the type of institution where the formal assessments are conducted:

- Distance Education Providers (DEPs):
 - An approved robust online proctoring system must be implemented to ensure continuous supervision.
 - Such a proctoring system must be able to-
 - Monitor students in real-time.
 - Prevent the use of unauthorized resources and assistance, including AI tools, during assessments.
 - The implementation of an "Institutional Assessment Integrity Committee" to consider any form of assessment irregularity and to implement appropriate sanctions as required in terms of national policy.
- School/Classroom-Based Settings (e.g., Independent Schools, Tutor/Learning Centres):



- Standard examination and invigilation protocols must be followed as per the *National Policy on the conduct, administration and management of assessment for the National Senior Certificate*, for example:
 - A minimum of 1 meter between desks.
 - Continuous, strict invigilation throughout the assessment
 - Zero tolerance for any form of academic dishonesty.
 - The implementation of an “Institutional Assessment Integrity Committee” to consider any form of assessment irregularity and to implement appropriate sanctions as required in terms of national policy.
- Home-Based Assessments:
 - Home-based learners are usually associated with a DEP, and the utilisation of the services of a tutor or learning centre. However, it remains the DEP’s responsibility to formally confirm the credibility of all assessments.
 - When learners conduct assessments from home or under the supervision of a tutor, the same stringent conditions must be maintained, i.e.:
 - Continuous unbiased invigilation either in-person or via an approved secure proctoring system similar to that which applies to schools.
 - Strict measures to prevent cheating or the use of any external assistance.
 - Note: If the learner is registered with a DEP, the DEP must make appropriate arrangements to ensure the genuine exam writing conditions.

It is the inalienable responsibility of all institutions to provide and/ or maintain compliance with the adherence to academic integrity including examination protocols. If conducted as required, the academic results should reflect the true academic prowess of the learners, and parents will not harbour unrealistic expectations.

EXTENSION OF THE VALIDITY OF THE 2022 NSC TEACHER SUPPORT GUIDELINES (TSGs) SACAI’S PERSPECTIVE ON DBE CIRCULAR E1 OF 2025.

1. Currently there is a national process under the authority of the Minister of Basic Education to strengthen the CAPS curriculum. The national CAPS curriculum underpins the school curriculum in South Africa and represents the minimum requirement offered by educational institutions. The CAPS curriculum is also the curriculum that SACAI utilises as basis for question papers. In the light of the ongoing curriculum strengthening process, SACAI deems it necessary to retain the current set of curriculum documents viz. Teacher Support Guidelines, Assessment guidelines and Examination guidelines, approved for implementation in 2022, until the finalisation of the national process.
2. The documentation is available in the Google Drive (TSG SACAI 2022) that all institutions have access to.
3. Subjects that have specific topics and content e.g. Tourism Icons and Geography themes, will be updated annually. The 2025 topics have been released during 2024 (see [Gr 12 Tourism & Geography Information.pdf](#)) and are available in the Google Drive Important Communication subfolder provided to all institutions.
4. It must also be noted that for Grade 10 and 11, the Annual Teaching Plans (ATPs) as used by the DBE have been uploaded into the Google Drive as an additional resource to assist Grade 10 and 11 teaching. However,

the SACAI documentation is still retained and therefore, the additional documents should serve as a supplementary resource.

5. SACAI's specific Assessment Guidelines, i.e. Abridged Section 4 Assessment Guidelines for grades 10-12, are retained as the framework for each grade's assessment programmes. This Abridged Section 4 was implemented in 2021 for grades 10-11 and in 2022 for grade 12, as approved by the SACAI Council.

Note: Even though the DBE's ATPs may differ in assessment guidelines, institutions are reminded that SACAI's Abridged Section 4 remains the minimum requirement for assessments in grades 10-12.

6. SACAI is in the process of considering the Grade 12 ATPs from the DBE for integration in the current set of documentation as this will ensure a timeous and smooth transition when the strengthened curriculum is available. It will also assist SACAI candidates by keeping abreast with the latest curriculum developments. In addition, it will also facilitate a process where candidates can transition between the different "systems" should that become a necessity.
7. SACAI will keep institutions abreast of any changes through the release of regular Examination- and Assessment Instructions. To this effect, the following Instructions have already been released during 2025:

- Examination Instruction 16/2024: Common Assessments and ATPs (Gr 10,11).
[Exam Instruction 16- Introduction of Gr 10 & 11 June Common Assessments.pdf](#)
- Examination Instruction 1/2025: Common Assessment, prescribed works for 2025, timetables.
[EXAM INSTRUCTION 1 OF 2025.pdf](#)
- Examination Instruction 2/2025: The implementation of the Tourism PAT
[EXAM INSTRUCTION 2 OF 2025.pdf](#)
- Examination Instruction 3/2025: Various assessment guidelines.
[EXAM INSTRUCTION 3 OF 2025.pdf](#)
- Examination Instruction 4/2025: The AMP Management Test component of the PAT.
[EXAM INSTRUCTION 4 OF 2025.pdf](#)
- Examination Instruction 5/2025: Updated INFT Subject Guidelines, CSTD mark allocations.
[EXAM INSTRUCTION 5 OF 2025.pdf](#)